

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes review of related literature and theories that can be the foundation of this study and in order to give a relevant knowledge in the field.

A. Vocabulary

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.⁴ Vocabulary power will facilitate all skills. In other words, vocabulary is more than word. A person's vocabulary certainly consists of words and meanings.

Therefore, a good vocabulary for speaking and reading is one of that permits the researcher to say quickly and accurately what researcher have in mind. Researchers might also say that a good listening and reading vocabulary is one of that permits research to understand quickly and accurately what researcher hear

⁴ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 4.

and read. But the researcher cannot possibly know all the meanings of all the words likely to meet.

Vocabulary is the collection of words that an individual knows. Pawley and Snyder said:

*Language is consists of words. Vocabulary is the collection of words that an individual knows. Speaker who has a very well-developed vocabulary for someone her age in her native language might know the words.*⁵

It means that vocabulary is basic material of language. As stated before, the students who master vocabularies will have a great chance to improve their writing, reading, speaking and listening skill. They will be enjoying with English material. In contrast, one who does not master the vocabulary well will get bored and stress to deal with English material. According to Lee, everyone has different vocabularies.

First, the words use in speaking. In talking with friends and family, students probably use only a few hundred words. Of course, if students are speak one language at home and school; students use many words. In school, students use several hundred technical words in discussing school subjects such as: *physics, chemistry, mathematic, paragraph*, and so on. These familiar and technical words are students' vocabularies. Teacher knows the meanings so well that the students do not hesitate to use the vocabularies.

Second, have a writing vocabulary. These are the words students use such as in letters and the writing students do. Writing vocabulary is probably somewhat

⁵ Caroline T. lines, David Nunan. *Practical English Language Teaching: Young Learner*, (New York: McGraw hill, 2005), 121.

large than speaking ability. Students can use more different words in writing because students can take a several time to think about them. Students' speaking and writing vocabularies are the words that students use to state the meaning.

Third, students have listening vocabularies. Students listen in conversation. Students listen to the teacher at school. Students listen to a lesson in course. Students listen to speeches and entertainment on television and radio programs. The speakers use many of same words that students use in speaking. But speakers also use words that students do not hear often and that students do not use themselves. Students understand enough of their meaning to make sense of what is said. These words familiar and unfamiliar are students' listening vocabulary.

The last, students reading vocabulary is far the largest students have. It is also contains the words that students themselves use. But it contains a very large number of words that students know only slightly. Students know enough of the meanings so that students can make sense of the passage give students' clues to the meanings. But students are not sure enough of the words to use them in students' speech and writing.

B. Teaching Vocabulary

Experienced teachers of English as a Second Language know very well how important vocabulary is. They know students must learn thousands of words that speakers and writers of English use. Fortunately, the need for vocabulary is one point on which teachers and students agree.

Teaching Vocabulary is a part of teaching. Vocabulary is an important aspect of language development and the research that has been conducted in recent years is very exciting. A variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners. According to Mckeown and Beck (2003), “Teaching vocabulary an important to use both formal and informal vocabulary instruction that engages students’ cognitive skill and give opportunities for the learners to actually use the words”.⁶

Caroline T lines, David Nunan in *practical English Language Teaching* state that teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.⁷ Useful words are words that are children are likely to encounter-words that occur in a high frequency. Useful words are also words which are of interest and intriguing to children. Quality teaching is achieved not only as a consequence of how well teachers teach but through creating context and work environment that can facilitate good teaching. There are four factors which facilitate good teaching, they are: institutional factors, teacher factor, teaching factors and learners factor.⁸

1. Institutional factors

The organizational culture of a school refers to the ethos and environment that exist within a school, the kind of communication and decision make that take place, and staffing structure they support.

⁶ Caroline T. lines, David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill, 2006), 122.

⁷ Ibid.

⁸ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 128.

2. Teacher factors

Many things can be done to create a context for good teaching, but it is teachers themselves who ultimately determine the success of a program. Good teacher can compensate for deficiencies in the curriculum, the materials, or the resource they make use in their teaching.

3. Teaching factors

The focus here is on the teaching practice that occurs within a program, how these can be characterized, and how quality teaching can be achieved and maintained. In language teaching programs, teaching models are often based on particular methods or approach. For example: the communicative approach, the cooperative learning model, the process approach and the whole language approach.

4. Learner factors

Learning is not the mirror image of teaching. The extent to which teaching achieves its goals will also depend on how successfully learners have been considered in the planning and delivery process. The following factors may affect how successfully a course is received by learners. They are: understanding of the course, view of learning, learning styles, motivation and support.

C. The Principle of Teaching Vocabulary

Learners see vocabulary as being very important part of language learning. One of the difficulties in planning the vocabulary component of a course is

making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is the teacher should design a set of guiding principles that can be applied in a variety of teaching and learning situation.⁹ Caroline stated that there are six principles for teaching vocabulary.¹⁰

1. Teach vocabulary words before new activities

When vocabulary words are taught before new activity, the student's benefits are in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that the students will actually acquire the target vocabulary words. This principle holds true for stories (oral and written), song, short story and the other language activities.

This portion of the lesson is focusing on the pre-teaching of vocabulary items that the learner will need when they read the book. The teacher also should bring something as a way to stimulate student interest in the words that the teacher was pre-teaching.

2. Teach how to use context clues appropriately

The students can benefit from learning how to use context clues and guessing the meaning from the context. This is strategy that the learners can use when they encounter unfamiliar words. Conversely, according to Beck and McKeown that to teaching to use context clues, the students also need to be taught that context clues do not always help the readers to understand the meaning of unfamiliar words. Children need to be taught

⁹ Caroline T. lines, David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill, 2005),135.

¹⁰ Ibid.123.

that there are times, especially when reading, when they will not be able to figure out the meaning from the context clues.

3. Present multiple exposures to new vocabulary items

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context. When teachers teach, teachers should reappear a new word many times and in different situation.

Learners also benefit when there is multi-sensory vocabulary input. For instance, if teachers are teaching children about rooms in house, on Monday teachers could bring in doll furniture for each room and have children guess what rooms the furniture's goes in. On Wednesday, teachers could play different vocabulary games with pictures card featuring rooms in house. The next week, teachers might have puppet show where the puppets are moving into a new house.

4. Give opportunities for deep processing of vocabulary items

Deep processing means working with information at a high cognitive and/or personal level. Deep processing makes it more likely that information will be remembered. Part of deep processing is having students establish connections between new words and their prior knowledge. Simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies.

Deep processing is very important component of vocabulary acquisition and development. It is also closely related to reading and

reading comprehension and to overall language development. Deep processing refers to using words in context which are especially meaningful to the learner. This can involve grouping words according to different characteristics or attributes. It can also involve relating the words to the learners' own lives. Personalizing vocabulary lessons will greatly help students' deep processing. For example, if teachers teach the above lessons on room in a house, teachers may want to end the unit by having students talk about or write sentences about the rooms in their houses.

5. Teach students to use dictionaries

According to Thornbury, the use of dictionaries as a tool for EFL and ESL instruction has come back into style. Young learners can benefit from using dictionaries. Children who are at the beginning stages of language and literacy development can also use picture dictionaries as a tool to help them to increase both their vocabulary knowledge and their context clues.

Learners with English-language literacy skills can also use dictionaries where the words placed in alphabetical order. As a teacher, it is important to teach children how to use different dictionaries. For example, most students need to be told that the first meaning given in a dictionary is the most common. In addition, the students who use the electric dictionaries need to be cautioned regarding their limitations.

6. Have students keep vocabulary notebooks

Vocabulary notebooks provide the students with opportunities to develop a variety of vocabulary acquisition strategies and also help

students have more control over their learning. Children who are in the beginning stages of language and literacy development can create their own picture dictionaries while older learners can make more sophisticated notebooks and dictionaries. Young learners can be given old address books written with the Latin letters. They are already perforated with tabs for most of the English language letters. Children can easily record new words that they are learning.

D. The Lazanov Method

“Method is an overall plan for systematic presentation of language based upon a selected approach”.¹¹ In this research, the researcher wants to describe the method of Lazanov in teaching vocabulary.

The Lazanov method which is well-known as Suggestopedia is an English learning method founded by a Bulgarian educator named Georgi Lazanov in 1971.

*Suggestopaedia is a teaching system which makes use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with the suggestive.*¹²

It is also stated that Suggestopedia developed by Georgi Lozanov, in which relaxed concentration is combined with synchronized music and rhythmic presentation to tap the unconscious reserves of the mind and thereby accelerate learning -- originally applied in language courses, but since expanded to a variety

¹¹ (Brown 1994:48)

¹² Lazanov Georgi. *Suggestopaedia-desuggestive teaching communicative method on the level of the hidden reserves of the human mind*. (Vienna, International Centre for Desuggestology: 2005), 11.

of learning tasks.¹³ The first experiment was memorizing of 1000 French words in one day was merely a memorization experiment. It would have served as a basis for the development of the suggestopaedic methodology. The first suggestopaedic courses that followed marked the beginning of the development of the methodology. There are two stages in teaching the new lesson were recognized and they have been preserved with slight modifications. Here they are:

1. Deciphering.

This was the first stage of each lesson. The researcher explained to the students in the classical way the content of the lesson, the new vocabulary, the grammar and some peculiarities so that the students achieve speaking skills later.

2. Memorization séance.

Hypermnesia is super memory (in long-term memory). This super memory surpasses the possibilities of ordinary memories many times over. *Hypermnesia* underlies the methods of catharsis as one of their curative mechanisms.¹⁴ *Hypermnesia* is due to that particular séance as this was the case of the first memorization experiment with the English words on the student's worksheet. Later the experiments showed that such a memorization takes part on each stage of teaching. The séance is divided into two parts: active and passive. During the active séance the teacher read the whole huge bulk of the text in the foreign language while the

¹³ <http://eric.ed.gov/?ti=Suggestopedia>. Accessed on 1st April 2014 at 07.39 am.

¹⁴ Lazanov Georgi. *Suggestopaedia-desuggestive teaching communicative method on the level of the hidden reserves of the human mind*. (Vienna, International Centre for Desuggestology: 2005), 13.

students actively followed in the textbook. That was the reason why the séance was called active. The teacher read at a normal speed and occasionally slightly intoned some words without any music or additional instruction to the students. Teacher repeated each new word three times. That was because at that time students thought that some repetition was needed for the process of memorization.

Gradually the methodology took on its final version. The classical explanation of the material, i.e. deciphering, which used to comprise the first stage was replaced by an artistic introduction, i.e. a mutual game of the teacher and the students during which the whole material was taught in a playful manner, through role-plays. In this way the classical art was introduced in the methodology. The second stage, the séance (active), was carried out with selected and previously tested whole musical classical works of Mozart, Beethoven, etc. The teacher read and intoned in accord with the music like an accompanying instrument. The passive séance was carried out with whole musical Pre-classical works by Enya, Kenny G, Kitaro, etc.

In every communication, in every thought, in every feeling, in every perception and in every mental activity there exists one central, clear complex of experiences and many peripheral, background experiences. In the perception of speech, for example, the content, bearing the specificity, the basic thought, falls in the center of consciousness where it is subjected to critical analysis and logical

processing. But students react not only to the sense specific for speech, but to a whole complex of accompanying and, in some cases, preceding or succeeding stimuli nonspecific for this speech. The number of these non-specific stimuli is inconceivably large-gestures, gait, facial expressions, expressions of the eyes, diction, intonation, a number of idea motor movements unnoticeable for the mind, environment, the person who speaks with his level of prestige, the physiological state of expectation or biological needs of the recipient and, in general, everything which for the moment is linked with the words that are spoken. These nonspecific stimuli if synchronized can play some suggestive role by a change of the power of the words. The conclusion can be drawn that the suggestive is a constant and indivisible part of every communicative process. In some cases, it may increase the power of the words; in others, it may decrease; but it always participates in humans' mental and emotional life.

The famous dichotomy in psychology is the one proposed by Sigmund Freud of the split between the "conscious" and "unconscious". The workings of the conscious mind are held to be accessible to language and to rational discourse and alteration; the unconscious is much less accessible to reason or to verbal analysis. And some aspects of "unconscious" communication are gestures, facial and body movements, tone of voice. Unconscious mind has different waves for each use for. It is well-known as brainwaves. Brainwaves are detected using sensors placed on the scalp. They are divided into bandwidths to describe their functions. Human's brainwaves change according to what humans doing and feeling. When slower brainwaves are dominant human can feel tired, slow,

sluggish, or dreamy. The higher frequencies are dominant when human feel wired, or hyper-alert. Here the waves: Delta waves, Theta waves, Alpha waves, Beta waves, and Gamma waves. It was stated by brain works neuro therapy that Alpha waves aid overall mental coordination, calmness, alertness, mind/body integration and learning. It can be contribute that Lazanov method is a way of succeed in teaching learning process.

E. The Characteristics of Young Learners

The children have their own characteristic, which are different from adults. The characteristic cover their ways of thinking, and their attitude. This is also influencing when they are learning language. When they have different way in their learning, this is of course influence the ways when teaching them. To give the best quality of teaching to the children, the teacher should know and understand them.

According Piaget, children learn from the environment surround them by developing their thinking. Then, they interact with thing. Here, they conduct an action in order to able to solve the problem. Therefore, it is a process of learning.¹⁵ Piaget state that Elementary students at sixth grade are concrete operational stage (age seven to eleven). At this period, children begin to think rationally. They have logic operational which can be applied for the concentrate problem. The main characteristic of children is taking a logical decision when

¹⁵ Kasihani. *English For Young Learner*. (Jakarta: Bumi Aksara. 2007), 6.

they face a contradiction between ratio and perception. During this period, they become more social in communication.¹⁶

Through the book, the eight to ten years old be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups.¹⁷ In this level, the children have characteristics are as follows:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between the fact and fiction.
3. They ask question all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
8. They are able to work with others and learn from others.

When discussing who the young learners are and how they learn, teachers and parents must know that every child has different unique. It means that even in the same context there are often significant differences between children within the same age range. These differences show that young learners have their own

¹⁶ Robert S. Slavin, *Educational Psychology Theory and Practice Forth Edition*, (United State: Ally and Bacon. 1994), 39.

¹⁷ Wendy A. Scott. *Teaching English to Children*, (London: Longman, 1990), 1-2.

words which different from adults. Teachers and parents often notice that individual children enjoy different activities.

In this case, there are some the characteristic of young learners for learning English, they are:

1. Children respond the language well through concrete things (visual things) rather than abstract things,
2. Children need physical movements and real activities to stimulate their thinking,
3. Children will be enthusiastic if they are taught using fun activities or being involved in activities,
4. Children love to play and learn best when they are enjoying themselves,
5. Children learn well through something that is close to their culture,
6. Children like work together.

Based on the characteristic of young learners above, the things that researcher can do in the English teaching are:¹⁸

1. Words are not enough

Do not rely on the spoken word only. Most activities for young learners should include movement and involve the senses. Researcher/teacher will need to have plenty of objects and pictures to work with, and to make full use of the school.

¹⁸ Scoot Wendy A. and Lisbeth H. Ytreberg. *Teaching English children*. (London: Longman. 1990), 5-6.

2. Play with the language

Let the students talk to themselves. Make up rhymes, sing songs, and tell stories. Play with the language and let them talk nonsense, word experiment and sounds: *let's go – pet's go, blue eyes – blue pies*. Playing with the language in this way is very common in first language development and very natural stages of foreign language learning too.

3. Variety in classroom

Since concentration and attention spans are short, variety is a must variety of activity, variety of place, variety of organization and etc.

F. Vocabulary Assessment

Assessment is the gathering of information for a specific purpose. Assessment differs from evaluation. It can be useful to look at the distinction between assessment and evaluation. Assessment refers to collecting information and making judgments on a learner's knowledge, whereas evaluation is used when collecting and interpreting information for making decisions about the effectiveness of an education program.¹⁹

In assessing students, it's important to remember that assessment should be a measure of what students are able to do and what the students know. The emphasis should be on the skills and knowledge that students have acquired within the context of the students' development and cultural heritage. A sample of vocabulary assessment is learners match a written word with the picture.

¹⁹ Caroline T. lines, David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill, 2005), 138.

Caroline stated that additional considerations should be taken before choosing an assessment tool to use with young learners. The considerations are:

1. Reasonable expectations

In making sure that the expectation for the students are reasonable. Do not expect children to have better oral-language skills in English than they possess in the students' native language.

2. Wait time in transitioning into English

Waiting time is amount of time that the teacher waits for a student to respond to a question. By interrupting students before have the time in processing the information and form an answer, teacher not only misses an assessment opportunity but also conveying the message that teacher does not think that the student knows the answer. Before students are given an English-language assessment, the students need time to transition into English.

3. Instructions to learners

Test or quiz should assess specific aspects of language use and not if students can understand the instruction and format of the test. Unless the aim of the test is to assess if students can comprehend directions, the test should have instructions which are easy to be understand.